

Unit Plan Template

Click on any descriptive text, then type your own.

Unit Author	
First and Last Name	John Heinrich
School District	Wittenberg-Birnamwood School District
School Name	Wittenberg-Birnamwood High School
School City, State	Wittenberg, WI
Unit Overview	
Unit Title	
What is government?	
Unit Summary	
This unit is an introductory unit on the study of government. Students will begin to analyze the reasons why we have government, what its purposes or functions are, what the basic types of government are and how governments have developed in western civilization. Also students will begin to understand how government is involved in their daily lives.	
Subject Area	
American Government/Civics	
Grade Level	
9 th Grade	
Approximate Time Needed	
Five class periods (47 minutes per class)	
Unit Foundation	
Habits of Learning Taxonomy	
Applying past knowledge to certain situations, thinking and communicating with clarity and precision	
Targeted Content Standards and Benchmarks	
<p>C.12.2 Describe how different political systems define and protect individual human rights</p> <p>C.12.4 Explain the multiple purposes of democratic government, analyze historical and contemporary examples of the tensions between those purposes, and illustrate how governmental powers can be acquired, used, abused, or legitimized</p> <p>C.12.5 Analyze different theories of how governmental powers might be used to help promote or hinder liberty, equality, and justice, and develop a reasoned conclusion</p> <p>C.12.13 Describe and evaluate ideas of how society should be organized and political power should be exercised, including the ideas of monarchism, anarchism, socialism, fascism, and communism; compare these ideas to those of representative democracy; and assess how such ideas have worked in practice</p> <p>A.12.4 Use a computer and communications software to access and transmit information</p> <ul style="list-style-type: none">• choose most appropriate search engines and directories to locate specific resources on the Internet or other on-line services• distinguish between "pull" and "push" or "broadcast" methods of acquiring	

information from an on-line source

- employ FTP (file transfer protocol) to retrieve and download computer files from a remote computer
- establish access to primary sources and other experts for class reports or projects
- participate in an on-line discussion group or listserv appropriate to a content area
- gather and organize statistical or survey data using e-mail, listservs, or on-line news or discussion groups

Student Objectives/Learning Outcomes

Students will begin to understand how making laws is an important function of government.
Students will begin to understand how enforcing laws is an important function of government.
Students will begin to understand how planning for the future is an important function of government.
Students will begin to understand how providing services is an important function of government.
Students will be able to explain how democracy and dictatorship are different.
Students will understand how direct democracy functions and how its application is limited
Students will understand how representative democracy functions and how it is applied in contemporary society.

Curriculum-Framing Questions

Essential Question

What is government?

Unit Questions

What purposes does government fulfill? What types of government are there?
How did government develop?

Content Questions

What are the four main functions of government?
How do democracy and dictatorship differ? How are representative and direct democracy different and how are they similar?

Assessment Plan

Assessment Timeline

Before project work begins		Students work on projects and complete tasks		After project work is completed	
<ul style="list-style-type: none"> Students will take a short pretest to demonstrate prior knowledge 		<ul style="list-style-type: none"> Students will demonstrate their understanding of the functions of government by finding articles on internet sites that show government carrying out the functions and writing summaries of the articles 	<ul style="list-style-type: none"> Students will provide a collage of different pictures of people being affected 	<i>Enter assessments that assess students' understanding and skills, encourage metacognition and gauge student needs for future instruction</i> <ul style="list-style-type: none"> 	<i>Enter assessments that assess students' understanding and skills, encourage metacognition and gauge student needs for future instruction</i> <ul style="list-style-type: none">

Assessment Summary

Describe the assessments that you and your students use to gauge needs, set goals, monitor progress, provide feedback, assess thinking and processes, and reflect on learning throughout the learning cycle. These might include graphic organizers, journal prompts, anecdotal notes, checklists, conferences, questioning, and rubrics. Also describe the artifacts of student learning that you assess, such as products, presentations, written documents, or performances and the assessments you use. Describe in the Instructional Procedures section who uses the assessments, how they are used, and where they occur.

Visual Ranking Elements (Complete this section if this tool will be used in the unit)

Visual Ranking Project Name (For the Visual Ranking workspace)

A descriptive title for your Visual Ranking project. This name could specifically reference the purpose or use of the Visual Ranking Tool in your unit. This title will appear in the Student Workspace as well as above your students' Visual Ranking lists.

Project Description (For the Visual Ranking workspace)

A focused, short paragraph that describes the project to your students and explains how they will use the Visual Ranking Tool to help them answer the questions of the unit. It explains why this is a project or problem that is worthy of study, as well as defines what your students will be trying to solve, produce, respond to, test, recommend, or find out.

Prompt (For the Visual Ranking workspace)

Instructions on what criteria students should consider as they rank the list. Word the prompt so that students know that they should sort all items and not just pick out the best. This question or statement will appear on the top of the students' list to rank.

Sorting List (For the Visual Ranking workspace)

<i>Items to rank. Maximum of 16 short-length items or 12 long-length items. Optimal number to sort is 7-12 items. Ensure there is no unintentional bias in the order of your list; you may want to alphabetize it.</i>	
Practice Ranking (For your future quick reference)	
Teacher ID:	Password:
Practice Team ID 1:	Password:
Practice Team ID 2:	Password:
Seeing Reason Elements (Complete this section if this tool will be used in the unit)	
Seeing Reason Project Name (For the <i>Seeing Reason</i> workspace)	
<i>A descriptive title for your project. This name could specifically reference the purpose or use of the Seeing Reason Tool in your unit. This title will appear in the Student Workspace, as well as above your students' Seeing Reason maps.</i>	
Project Description (For the <i>Seeing Reason</i> workspace)	
<i>A focused, short paragraph that describes the project to your students and explains how they will use the Seeing Reason Tool to help them answer the questions of the unit. It explains why this is a project or problem that is worthy of study as well as defines what your students will try to solve, produce, respond to, test, recommend, or find out.</i>	
Research Question (For the <i>Seeing Reason</i> workspace)	
<i>The direct question that students will respond to in their maps, which requires the building of a cause-and-effect map of a complex system or issue.</i>	
Practice Map (For your future quick reference)	
Practice Team ID:	Password:
<i>Copy an image of the practice map here. (See Teaching Tools, Seeing Reason Tool Skill 2.26.)</i>	
Showing Evidence Elements (Complete this section if this tool will be used in the unit)	
Showing Evidence Project Name (For the <i>Showing Evidence</i> workspace)	
<i>A descriptive title for your project. This name could specifically reference the purpose or use of the Showing Evidence Tool in your unit. This title will appear in the Student Workspace as well as above your students' Showing Evidence cases.</i>	
Project Description (For the <i>Showing Evidence</i> workspace)	
<i>A focused, short paragraph that describes the project to your students and explains how they will use the Showing Evidence Tool to help them answer the questions of the unit. It explains why this is a project or problem that is worthy of study, as well as defines what your students will be trying to solve, produce, respond to, test, recommend, or find out.</i>	
Prompt (For the <i>Showing Evidence</i> workspace)	
<i>The direct question that students will respond to in their argument case, which requires the investigation and gathering of evidence to validate a claim.</i>	
Practice Case (For your future quick reference)	
Practice Team ID:	Password:
Reviewing Team ID:	Password:
Claims	
<i>If you are pre-populating the claims for your students, enter those claims here.</i>	
Evidence	
<i>If you are pre-populating the evidence bins for your students, describe the evidence you will use and/or the source for those evidence items here.</i>	
Unit Details	
Prerequisite Skills	

Conceptual knowledge and technical skills that students must have to begin this unit

Instructional Procedures

A clear picture of the instructional cycle—a description of the scope and sequence of student activities and an explanation for how students are involved in planning their own learning. Learning activities can be described in phases or activity-by-activity. Describe methods of assessment as they occur and note how the Curriculum-Framing Questions will be used and answered throughout the unit.

Accommodations for Differentiated Instruction

Resource Student

Describe accommodations and support for students, such as extra time for study, adjusted learning objectives, modified assignments, grouping, assignment calendars, adaptive technologies, and support from specialists. Also describe modifications in how students express their learning (for example, oral interview instead of a written test).

Nonnative English Speaker

Describe language support, such as English Language Learner (ELL) instruction and tutoring from more able bilingual students or community volunteers. Describe adaptive materials, such as first-language texts, graphic organizers, illustrated texts, dual-language dictionaries, and translation tools. Describe modifications in how students express their learning, such as first language rather than English or an oral interview instead of a written test.

Gifted Student

Describe the various ways students may explore curriculum content, including independent study, and various options through which students can demonstrate or exhibit what they have learned, such as more challenging tasks, extensions that require in-depth uncoverage, extended investigation in related topics of the learner's choice, and open-ended tasks or projects.

Materials and Resources Required For Unit

Printed Materials

Textbooks, curriculum guides, story books, lab manuals, reference materials, and so forth

Supplies

Essential items that have to be ordered or gathered to implement your unit and are specific to the course of study. Do not include everyday items that are common to all classrooms.

Technology - Hardware

Technology devices needed to carry out the plan. These may include: cameras, computer(s), DVD player, handheld devices, printer, projection system, scanner, television, VCR, video camera, video conferencing equipment, and so forth

Technology - Software

Software programs and applications needed to carry out the plan. These may include: database/spreadsheet, desktop publishing, Web page development, word processing software, multimedia, specific software programs, email, Internet browser, and so forth

Internet Resources

Web addresses (URLs) that support the implementation of your unit or Web sites that students will use as a starting point for gathering information and evidence

Other Resources

Field trips, experiments, guest speakers, mentors, other students/classrooms, community members, parents, and so forth

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